



陈豪 于2017年春季
参加第 44 期英语高级口译
考试，成绩合格。

特发此证

This is to certify that the holder
of this credentials has passed
the Advanced-Level English
Interpretation Accreditation
Examination.

姓 名：陈豪

Name Chen Hao

身份证件号：440902199708050076

ID. No.

证书编号：D₁21196

Credentials No.

发证日期：2017年6月

Date of Issue





CAMBRIDGE ENGLISH
Language Assessment
Part of the University of Cambridge



Cambridge English Level 2 Certificate in ESOL International (Business Higher)*

This is to certify that

CHEN HAO

has been awarded

Grade C

in the

Business English Certificate Higher

Council of Europe Level C1

Overall Score 185

Reading	206
Writing	185
Listening	157
Speaking	192

Date of Examination **MAY (ESOL) 2017**
Place of Entry **SHANGHAI**
Reference Number **175CN5868004**
Accreditation Number **500/2704/9**
Identity Number **440902199708050076**

*This level refers to the UK National Qualifications Framework

Saul Nassé
Chief Executive

Date of Issue 04/07/17
Certificate Number 0057721792

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Regulated by

Ofqual

For more information see <http://register.ofqual.gov.uk>

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Recognised awarding body

全国大学英语六级考试 成绩报告单



姓 名: 陈豪

学 校: 复旦大学

院 系: 经济学院

身份证号: 440902199708050076

笔 试

准考证号: 310011161206422

考试时间: 2016年6月

总分	听力 (35%)	阅读 (35%)	写作和翻译 (30%)
646	249	240	157

口 试

准考证号: --

考试时间: --

等级	--
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成绩报告单编号: 161231001000994



Name: CHEN, HAO

Last (Family/Surname) Name, First (Given) Name Middle Name

Email: 919943163@qq.com

Gender: M

Date of Birth: 05 Aug 1997

Registration Number: 0000 0000 2800 0369

Test Date: 25 Sep 2016 Sponsor Code:



CHEN, HAO

200080 上海 上海市虹口区松花江路2500号复旦大学南区宿舍32号楼218室 陈豪 收
Shanghai, Shanghai 200080
China

Country of Birth: China

Native Language: CHINESE

Test Center: STN80081A - Shanghai TV University

Test Center Country: China

Inst. Code

Dept. Code

TOEFL Scaled Scores

Reading	29
Listening	26
Speaking	23
Writing	25

Total Score **103**

09

----- Security Identification -----

ID Type: National ID

ID No.: 440902199708050076

Issuing Country: China

Reading Skills	Level	Your Performance
Reading	High	<p>Test takers who receive a score at the HIGH level, as you did, typically understand academic texts in English that require a wide range of reading abilities regardless of the difficulty of the texts.</p> <p>Test takers who score at the HIGH level, typically</p> <ul style="list-style-type: none"> • have a very good command of academic vocabulary and grammatical structure; • can understand and connect information, make appropriate inferences, and synthesize ideas, even when the text is conceptually dense and the language is complex; • can recognize the expository organization of a text and the role that specific information serves within the larger text, even when the text is conceptually dense; and • can abstract major ideas from a text, even when the text is conceptually dense and contains complex language.
Listening Skills	Level	Your Performance
Listening	High	<p>Test takers who receive a score at the HIGH level, as you did, typically understand conversations and lectures in English that present a wide range of listening demands. These demands can include difficult vocabulary (uncommon terms, or colloquial or figurative language), complex grammatical structures, abstract or complex ideas, and/or making sense of unexpected or seemingly contradictory information.</p> <p>When listening to lectures and conversations like these, test takers at the HIGH level typically can</p> <ul style="list-style-type: none"> • understand main ideas and important details, whether they are stated or implied; • distinguish more important ideas from less important ones; • understand how information is being used (for example, to provide evidence for a claim or describe a step in a complex process); • recognize how pieces of information are connected (for example, in a cause-and-effect relationship); • understand many different ways that speakers use language for purposes other than to give information (for example, to emphasize a point, express agreement or disagreement, or convey intentions indirectly); and • synthesize information, even when it is not presented in sequence, and make correct inferences on the basis of that information.



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